

University of the Cumberlands

School of Education

REOL 531: Reading and Writing Foundations (3 Credit Hours)

Course Syllabus – 2012, Fall 1

Mondays, 8:00-9:30 PM EST

Online



Matrix Connecting Kentucky and University of the Cumberlands' Standards to Course Name, Number

I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
x	x		x	x	x						
Standard I			Demonstrates applied content knowledge								
Standard II			Designs and plans instruction								
Standard III			Creates and maintains learning climate								
Standard IV			Implements and manages instruction								
Standard V			Assesses and communicates learning results								
Standard VI			Demonstrates the implementation of technology								
Standard VII			Reflects on and evaluates teaching and learning								
Standard VIII			Collaborates with colleagues, parents, and others								
Standard IX			Evaluates teaching and implements professional development								
Standard X			Provides leadership within the school, community, profession								
Standard XI			Demonstrates behavior supportive of the University's Mission Statement with particular emphasis on the Department's identified dispositions								
Standard XII			Demonstrates behaviors supportive of the Kentucky School Professional Code of Ethics								

Unit's Conceptual Framework

The Department of Education at University of the Cumberlands has adopted the motto "*Reflective Constructors of Quality Learning Experiences through Critical Thinking*" to communicate the key concepts of the conceptual framework for its professional education programs. The goal is to ensure that candidates become reflective constructors of quality learning experiences through critical thinking based on Christian values, respect for the truth, and concern for humanity. Emphasis is placed on providing experiences that help all students learn. Each certification program is connected to this philosophy as shown in the logo, at the Conceptual, Strategic, Evaluative or Communicative knowledge base.

Course Alignment with the Conceptual Framework- The professional development plan, a hallmark assignment of this course, engages candidates in critical thinking of their personal strengths and needs with regards to teaching literacy to children, P-12.

Caring, Strong Work Ethic, Critical & Creative Thinking

Academic Expectations covered

- 1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.
- 1.2 Students make sense of the variety of materials they read.
- 1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.
- 2.38 Students demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.

EPSB Themes covered: Diversity, Literacy, Closing the Achievement Gap, Assessment

**Reading and Writing Foundations
REOL 531**

Professor: Dr. Rhonda Baldwin

Office: (virtual)

E-Mail: Rhonda.Baldwin@ucumberlands.edu

Office Hours: **Mondays**, 8:00-9:30 PM EST

Required Texts & Materials:

Gunning, T. G. (2010). *Creating literacy instruction for all students, 8th edition*. Boston, MA: Pearson. ISBN:

Prerequisites: None: This is the first course in the Reading Specialist core content courses

Catalog Description and Credit Hours: This course is designed as an introductory course in reading. Basic skills in readiness, word recognition, comprehension, study skills, and rate will be emphasized. Different approaches to the teaching of reading (basal, LEA, linguistics, and integrated literature content area reading). ***This course is a required prerequisite to ALL READING COURSES.*** (Exception: students who have satisfactorily completed ELEM 331 and ELEM 338 or their equivalents.)

Course Description/Format/Pedagogical Features: This course provides an overview of methods and materials used for literacy instruction. Near the completion of the course, candidates will reflect upon their own strengths and needs in relation to teaching literacy, completing a personal professional development plan.

Alignment of Course Objectives, Tasks and Outcomes as related to Standards, Themes and Initiatives

EPSB Themes: Diversity, Literacy, Assessment, Closing the Achievement Gap, School Safety
Kentucky Teacher Standards (KTS); NCTE (National Council of the Teachers of English (NCTE);
International Reading Association (IRA)

REOL 531 Course Objectives	Standards (KY) & EPSB Themes	IRA Standards (Please see the next page for the full standards)	Learning Tasks /Program Outcomes * = Hallmark Assignment
Upon successful completion of this course, students will demonstrate:			
knowledge of approaches to reading instruction and literacy models;	1, 2, 4, L	1.1, 1.2	Professional Development Paper, Discussion Board, Cooperative Chats, Quizzes, Observation, , KTIP lesson plans*,
knowledge of use of a variety of methods to monitor and assess students' progress;	1, 2, 5, 6, L, C, A	1.1, 4.1	Professional Development Paper, Discussion Board, Cooperative Chats, Quizzes, , KTIP lesson plans*,
awareness of a variety of methods, materials, strategies, and grouping patterns to teach students of varying abilities, diverse cultures and backgrounds, and learning levels/stages;	1, 2, 4, D, L, C	1.1, 4.1	Professional Development Paper, Discussion Board, Cooperative Chats, Quizzes, , KTIP lesson plans*,
awareness of a variety of approaches to teach and assess literacy learning of students of all ages;	1, 2, 4, L	1.1, 4.1	Professional Development Paper, Discussion Board, Cooperative Chats, Quizzes, , KTIP lesson plans*,
awareness of a variety of ways to work collaboratively with other professionals and parents and utilize various co-teaching strategies;	1, D, L, C, A	6.1, 6.2	Professional Development Paper, Discussion Board, Cooperative Chats, Quizzes, , KTIP lesson plans*,
progress toward a personal goal in teaching reading with special attention to developing awareness and sensitivity of diverse student populations with a particular goal to advocate for the causes of equity, equality and social justice;	1, 2, 4, L	6.1, 6.2	Professional Development Paper

demonstrate ability to implement the use of technology in presentations, teaching, and/or record keeping.	6, L	6.1, 6.2	Cooperative Chats; Observation
Utilize the reading, writing, speaking, and listening standards mandated by the No Child Left Behind (NCLB) legislation, the SPA standards, and the KCAS (Kentucky Core Academic Standards) in developing, implementing, and analyzing KTIP lesson plans;	KTS 1, Diversity, Literacy, C, Assessment IRA/NCTE 1, 2	2.1, 4.2	Cooperative Chats, Written reflections, observations, KTIP lesson plans* , Chat presentations
Accrue and document a minimum of 5 field experience hours	KTS 1, Diversity, Literacy, C, Assessment IRA/NCTE 1, 2	2.1, 3.1, 3.2, 3.3, 3.4, 4.2	Observations, teaching, written reflections, KTIP lesson plans*
Demonstrate professional, courteous behaviors in all aspects of the course, including developing original products, eschewing plagiarism, adhering to copyright guidelines, maintaining student & colleague confidentiality, and using appropriate language use in oral and written communications.	1, 6, 7, 11, 12,	6.1, 6.2, 6.3	Cooperative Chats, Chat presentations, Discussion postings, written reflections, observations

This course aligns with the following standards from International Reading Association's *2010 Standards for Reading Professionals*

(<http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010.aspx>):

IRA Standard 1: Foundational Knowledge <i>Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.</i>	
1.1	Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.
1.2	Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.
IRA Standard 2: Curriculum and Instruction <i>Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.</i>	
2.1	Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
IRA Standard 3: Assessment and Evaluation <i>Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.</i>	
3.1	Candidates understand types of assessments and their purposes, strengths, and limitations.
3.2	Candidates select, develop, administer, and interpret assessments, both traditional print and

	electronic, for specific purposes.
3.3	Candidates use assessment information to plan and evaluate instruction.
3.4	Candidates communicate assessment results and implications to a variety of audiences.
IRA Standard 4: Diversity <i>Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.</i>	
4.1	Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.
4.2	Candidates use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.
IRA Standard 6: Professional Learning and Leadership <i>Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.</i>	
6.1	Candidates demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.
6.2	Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.
6.3	Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.

Attendance Policy:

Students are expected to attend every chat of the course, for the entire 90 minutes, except when (1) illness, (2) death in the immediate family, or (3) inclement weather makes Internet access impossible. Keep the professor informed; failure to inform may cost you points.

The attendance policy for the University of the Cumberlands online class allows one absence without penalty. Please logon before the chat starts, so that if there are connectivity issues you can contact technical support before the chat begins.

The instructor views students in ENOL 532 as adults and professionals who recognize that course assignments and discussions demand not only their chat attendance but their reactions and queries; active student participation is essential. Being logged in to the chat space does not count as participation. Chats will be interactive with questions asked throughout the chat. If you fail to respond, then it is assumed that you are not at your computer and not engaged in the content. You will be considered absent if you do not respond to the polls.

Late assignments are generally not accepted unless the student has been in contact with the professor either before or immediately after the late assignment. If an assignment is 24 hours late and the professor has not been notified, then the assignment will not be evaluated until and unless an acceptable explanation is received. Deadlines are deadlines; Files are downloaded after the due date and the professor does NOT return to that DROPBOX to search for late work.

Assignments that are not named as required will not be evaluated. File name are listed at the end of the syllabus for all uploaded files.

Attendance at the last chat is required. If you miss this chat without an emergency situation, then your grade will be lowered one full letter grade. This is my policy, not a UC policy.

No work missed because of absence will be made up unless prior arrangements are made with the professor.

Even if you have received permission from me to make up work due to extenuating circumstances, no late work will be accepted the last four days before our class ends. Failure to revise a document when requested to do so will result in no points for that assignment.

If you find that your work cannot be completed and your situation warrants an Incomplete, then please review the guidelines for an Incomplete in the Graduate Handbook. All requests for an Incomplete must be made five days before our class ends in order for it to be processed and receive the required signatures. You must email and officially ask for an incomplete—this is not automatic and I cannot initiate this process for you.

The university allows one chat absence with no penalty; however, I require that you be present for the final chat. Failure to be present for the final chat will lower your grade a full letter grade. Additionally, the Graduate Handbook indicates that 2 absences or 2 tardies may cause you to fail the course.

Academic Accommodations: “Students who may have a disability meriting an academic accommodation should contact the Academic Affairs Office in GATL 114 to ensure their needs are properly evaluated and that documentation is on file. Any accommodations for disabilities must be re-certified each semester by the Academic Affairs Office and the Special Accommodations Committee before course adjustments are made by individual instructors.” (This is verbatim from the UC catalog.)

Course Guidelines and Behavioral Expectations: Please read the FAQ document posted online for my expectations and requirements for your professional conduct during our term. These will be reviewed during the first chat and then posted later.

Plan of Evaluation:

A rubric is provided for the 6-day unit. See the assignment checklist for due dates and points for each assignment.

Grading Scale:

A 90-100 B 80-89
C 70-79 D 60-69
F 0-59

Writing Expectations: Learning outcomes for candidates' writing competencies include clarity of thought, discernment in planning and organization, and integration of evidence and criteria.

Plan of Evaluation: The assignment checklist has the due dates and the points for each assignment in the course.

Plan of Evaluation:

Total Possible Points	Assignment	Due Dates (by 11:30 PM)
105 (5 x 21 points each)	Team Chat Sessions	Weekly, during scheduled class times
140	Quizzes	See calendar in this syllabus
6	Introduction	See calendar in this syllabus
36	Professional Development Reflection	See calendar in this syllabus
20	Observation & Time Sheet	See calendar in this syllabus
307 GRAND TOTAL		

Grading Scale: Total possible points = 304

A = 273– 304

B = 243 – 272

C = 182 – 242

F = <182

Writing Expectations: Candidates will communicate personal strengths, needs, and goals in a reflective paper. Clarity of thought and integration of evidence and criteria are essential in the successful completion of this paper.

Technology Outcomes: Candidates will be able to use various online resources to deliver effective literacy instruction.

Instructional Strategies: Candidates will be well versed in the 7 co-teaching strategies as well as other applicable strategies for teaching reading and writing.

Current, Updated Bibliography:

- Dean, D. (2008). Writing and Language. In *Bringing Grammar to Life* (pp. 67-96). Newark, DE: International Reading Association.
- Diller, D. (2005). *Practice with purpose: literacy work stations for grades 3-6*.
- Ehmann, S., & Gayer, K. (2009). *I Can Write Like That! A Guide to Mentor Texts and Craft Studies for Writers' Workshop, K-6*. Newark, DE: International Reading Association.
- Elliott, J. L. (2008). *Using the Writer's Notebook in Grades 3-8: A Teacher's Guide*. Urbana, IL: National Council of Teachers of English.
- Higgins, B., Miller, M., & Wegmann, S. (2006, December). Teaching to the test...not! Balancing best practice and testing requirements in writing, *The Reading Teacher*, 60 (4), 310-319.
- International Reading Association. (1999). *Excellent reading teachers: A position statement of the International Reading Association* [Brochure]. Newark, DE: Author.
- International Reading Association. (2003). *Investment in teacher preparation in the United States: a position statement of the International Reading Association*. [Brochure]. Newark, DE: International Reading Association.
- National Institute for Literacy. (2000). Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction, reports of the subgroups. Washington, DC: Author.
- Roe, B.D., Smith, S.H., & Burns, P.C. (2012). *Teaching reading in today's elementary schools* (11th ed.). New York: Cengage.
- Reutzel, D.R., & Cooter, R.B. (2007). *Strategies for reading assessment and instruction: Helping every child succeed* (3rd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Reutzel, D.R., & Cooter, R.B. (2008). *Teaching children to read: the teacher makes the difference*. (5th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Tompkins, G. E. (2010). *Literacy in the middle grades: teaching reading and writing to fourth through eighth graders*. Upper Saddle River, NJ: Merrill Prentice Hall.

Tentative Course Calendar:

The assignments listed on this syllabus are the assignments required for the course. Please disregard additional “Written Assignments,” “Discussions,” etc. that appear in the course site.

Use the following codes for the “Assignments” section:

BK = Reading from Gunning text, 8th Edition

Data = Professional Data

Q = Quizzes

Ch = Chat (will focus on assigned reading in the Gunning text)

Lesson No.	Title	Assignments 8 th edition changes needed;
1	Issues in Reading Instruction	BK: Ch. 1 (6 th & 7 th ed) Data: Post your professional data in the drop box Q: Complete Week 1 Quiz Ch: Will focus on course requirements and introductions
2	Characteristics of Readers	BK: Ch. 2 & 4 (6 th edition = Ch. 12 & 3) T: Complete Week 2 Quiz Ch 1: Ch. 2 & 4 (6 th edition = Ch. 12 & 3)
3	Assessment	BK: Ch. 3 (6 th edition = Ch. 2) Q: Complete Week 3 Quiz Ch 2: Ch. 3 (6 th edition = Ch. 2)
4	Strategies for Teaching Reading	BK: Ch. 5 & 11 (6 th edition = Ch. 4 & 10) Q: Complete Week 4 Quiz Ch 3: Ch. 5 & 11 (6 th edition = Ch. 4 & 10)
5	Educational Approaches	BK: Ch. 7 & 8 (6 th edition = Ch. 6 & 7) T: Complete Week 5 Quiz Ch 4: Ch. 7 & 8 (6 th edition = Ch. 6 & 7)
6	Issues in Middle & Secondary School Reading	BK: Ch. 9 (6 th edition = Ch. 8) T: Complete Week 6 Quiz Ch 5: Ch. 9 (6 th edition = Ch. 8) Observation
7	Teaching & Learning with Textbooks... & Vocabulary	BK: Ch. 6 & 13 (6 th edition = Ch. 5 & 13) Q: Complete Week 7 Quiz Professional Development Reflection
8	Talking & Writing to Learn	BK: Ch. 12 (6 th edition = Ch. 11) Q: Complete Week 8 Quiz Ch: Optional – purpose: to answer any final questions about the course

Description of Assignments

Professional Data

Go to the Lessons tab, and then the Lesson 1 folder. In there, click on the Professional Data Drop Box and post the following information:

1. Your name.
2. The grade level(s) and/or subject(s) you teach (if you are not currently teaching, post the grade level(s) and subject(s) you hope to teach.

Your response will be graded on a six-point rubric:

- 0 - no response
- 2 - limited response (or posted 2 days late)
- 4 - adequate response (1 day late)
- 6- complete response

Quizzes

Each quiz has 10 questions worth 2 points each
8 quizzes x 20 points (lowest quiz grade of these 8 is dropped) = **140** possible

You will have 25 minutes to complete each quiz. The questions are of the multiple choice type and are based on content from our textbook.

Points will be posted in the grade book each week, but grades will not be released for viewing until 24 hours after the quiz closes for everyone. Due dates for the quizzes are listed on the Calendar at the end of this syllabus. **If you miss a quiz deadline date, you will have a 2-day extension to take it, but you will receive half of any points earned on that quiz. Any quiz not taken within 2 days after the due date cannot be made up.**

You are permitted to use your notes and the textbook during the quizzes, but you must work independently on them and may not share quiz contents with other individuals. Failure to adhere to this policy constitutes "cheating" (see the Academic Honesty section below) and will result in scores of 0 on the quiz/quizzes for individuals involved.

Extra Credit Activities

These will be short games that you have the option to complete prior to taking each quiz. The games will be either in the format of a crossword puzzle or a "game show." These are the only 2 options in iLearn, so that is why I am using these 2 options. Each activity contains only 5 items, and you can earn one point for each correct item. You may complete as many of the extra credit activities as you'd like, but the maximum points that will be added to your total points in the course is 20. The system will automatically add your 4 highest scoring activities to your grade in the course. Thus, if you complete 7 of them and earn 5 points on 3 of them and 4 points on the other 4, the system will add 19 points to your total points. If you only complete 2 of them and earn 2 points on each, the system will add 4 points to your total points. These extra points will be of great benefit to anyone who is in need of extra points.

Here is more information about these extra credit activities:

- There will be one in each weekly folder, beginning with Week 1.
- You **must** complete the activity before its due date. They will become unavailable after the due date.
- The due date coincides with the due date of the quiz. They are due by 11:00 PM on the night on which that week's quiz is due.
- The activities will help guide you to some of the information that is on the quizzes. For the most part, questions on them will be on topics that are covered in the quizzes. Thus, they will help you prepare for the quizzes.
- Unless you truly think an item is incorrectly marked as being wrong, please don't challenge any of the items. Remember that these are simply meant to help boost your score.
- You do not have to do any of these activities if you choose. They are 100% optional.
- Please work independently to complete them and don't share content of them with others.

Field Experience Requirements: **5 hours of field experiences**, including classroom observations and teaching a KTIP lesson plan. **You may only observe literacy lessons and activities because this is a course in English language arts.** **There are differences for in-service and not-yet-teaching candidates. See the specifics below.**

You are to observe the Kentucky Teacher Standards in action during your classroom observations and document them on **the KTIP Observation Form for KTS. BOTH PARTS 1 & 2 must be filled out. This form is in in the IMPORTANT DOCUMENTS folder online.**

The teaching of the KTIP lesson plan must be documented by the teacher in whose classroom you teach. The documentation form is at the end of this syllabus and is also in the IMPORTANT DOCUMENTS folder online.

Candidates who are not currently teaching can plan to accrue **5 hours** with **one** teacher, and teach a 20- to 40-minute lesson in that class at the end – this allows time to observe, get to know the children, and talk to the teacher about what needs to be taught. You may also interview teachers and administrators as part of the field experience hours. See the information at the end of the syllabus about what counts for field experience hours. The classroom teacher must document your teaching of the KTIP lesson and send an email with the form [available at the end of this syllabus and online in the IMPORTANT DOCUMENTS folder] to the professor of the course.

Candidates who are currently teaching accrue **a minimum of 5 hours of field experience** by spending time **with several teachers** and teach a 20- to 40-minute lesson. EPSB policy requires that the field experience observations and KTIP lesson taught **not be at your home school during paid time**. This policy rules out your own classroom and time during planning periods. It also rules out time in an after-school program for which you are paid.

See the information at the end of the syllabus about what counts for field experience hours. In-service teacher candidates who elect to teach more than one 30-minute lesson must document **each lesson** on an individual KTIP form.

KTIP lesson plan

The KTIP lesson plan must be a 20- to 40-minute lesson plan that is documented on the KTIP form. The time variance depends on the grade level, elementary, middle, or secondary. **Parts A-1, A-2, and Task C must be filled out for this lesson plan.** This form is in the **IMPORTANT DOCUMENTS folder** under the LESSONS tab inside our course online. If you are not yet teaching, it is unlikely that you will find a teacher who will let you come into his or her classroom and teach a lesson of your choice. This means that you will collaborate and develop a lesson plan based on the teacher's needs for the class. Make note of why the lesson is needed, so that you can document it on the KTIP form as a pre-assessment. Also, make provisions to have copies of student work for the teaching and learning analysis (Task C) part of the KTIP form.

More information about the field experience is available in the GRADUATE HANDBOOK for UC: <http://www.ucumberlands.edu/academics/graduate/downloads/GraduateEdHandbook.pdf> and **at the end of this syllabus.**

Failure to complete the field experience hours and the assignment paperwork, providing these documents will result in an F for this class. All documents, including the reflection must be uploaded to your DROPBOX by the due date. These forms are in the IMPORTANT DOCUMENTS folder online. See the assignment checklist for all due dates.

REQUIRED Field Experience DOCUMENTS:

1. The KTIP Observation Guide for KTS, both Part 1 and Part 2 must be completed.

NOTE: You can observe Kentucky Teacher Standards 1, 3, 4, 5, & 6 during classroom observations. Standards 2, 7, 8, 9, & 10 are learned through interviews with the teachers. BOTH parts 1 & 2 are filled out for classroom observations.

2. 30 to 40-minute KTIP lesson plan template, A-1, A-2, & Task C in one file

3. Teacher verification form

4. Electronic online field experience form submitted at:

<https://ucmail.ucumberlands.edu/educationforms/>

See the assignment checklist at the end of the syllabus for all due dates.

Here is the form with information from me in blue font:

Field Experience Reporting

BE SURE TO COPY THE CORRECT INFORMATION FROM THE SYLLABUS/COURSE SITE FOR THIS TOP SECTION. IF YOU FILL IT IN INCORRECTLY, YOU WILL NOT GET CREDIT FOR YOUR TIME SHEET.

Year Semester Session

Visit Date: Course Number: Section:

Level of Involvement:

Time Spent: (in minutes)

Summary:

FILL IN WITH A BRIEF SUMMARY OF WHAT YOU DID IN THIS CLASSROOM OR WITH THIS STUDENT.

Teacher Demographics

YOUR INFO (NOT YOUR MENTOR'S) GOES IN THE BOXES BELOW.

First Name: Last Name: E-mail: Phone:

Years Teaching Experience: Certification area(s):

Gender: ☐ M ☐ F Rank: Race: School Name:

Classroom Demographics

CHECK THIS BOX (TO THE LEFT) IF THE STUDENT POPULATION IS DIVERSE IN ANY WAY (SES, ETHNICITY, SPECIAL NEEDS, LANGUAGE, ETC.)

☐ Diverse Population

☐ I certify that the information in this form is accurate.

Professional Development Reflection

Near the end of the course, you will analyze your present teaching practices (if currently teaching) and/or philosophies. When finished, submit it to the Week 7 Drop Box. **Be sure to submit it on or before its due date; any papers that are accepted late will receive ½ of the points earned.** Use the following steps to complete this assignment and set up your paper.

Part 1: *Checklist for an Effective Literacy Program*

Complete the *Checklist for an Effective Literacy Program* as found in Figure 13.1 on pages 570-571 of the Gunning text, 7th edition or pages 551-552 in the 6th edition. If you are not teaching now, base your responses on how you believe you will conduct yourself when you are a teacher. Make a list of 5 items that you responded “Never” to and 5 items that you responded “Usually” to that you think are highly important/relevant to your current (or future) position. You do not need to submit your checklist with your paper; use it as a tool to guide you in writing the paper.

Part 2: Goals

Complete the questions in the *Setting Professional Goals* section of the Gunning text, 8th edition, focusing on literacy instruction. Type each question and your response in the document.

Use this format for writing your paper:

Part 1: *Checklist for an Effective Literacy Program*

I responded “Usually” to the following 5 statements and consider these to be highly relevant/important to my current/future position:

1. *(copy these from the checklist)*
- 2.
- 3.
- 4.
- 5.

I responded “Never” to the following 5 statements and consider these to be highly relevant/important to my current/future position:

1. *(copy these from the checklist)*
- 2.
- 3.
- 4.
- 5.

Part 2: Goals (relate all of these to teaching literacy)

1. *Where do I want to be professionally 5 years from now?*
(Write your response here.)
2. *What steps do I have to take to get there?*

(Write your response here.)

3. *What are my strengths and weaknesses as a teacher of reading and writing?*
(Write your response here. Write one paragraph for strengths and one paragraph for weaknesses.)
4. *How can I build on my strengths and remediate my weaknesses?*
(Write your response here. . Write one paragraph about building on strengths and one paragraph for remediating weaknesses.)
5. *What new professional techniques, skills, or areas of knowledge would I most like to learn?*
(Write your response here.)
6. *What methods and strategies will you use to address the needs of diverse populations through an awareness and sensitivity to their diversity and with a particular goal to advocate for the causes of equity, equality and social justice?* (Write your response here.)

*** This document will be revisited and revised later in the Reading and Writing Program to determine your growth in these areas of perceived needs.**

Professional Development Reflection Rubric

	Basic 1 point	Average 2 points	Exceptional 3 points
Part 1: Checklist for an Effective Literacy Program			
<i>"Usually" statements</i>	1	2	3
<i>"Never" statements</i>	1	2	3
Part 2: Goals			
<i>5 years from now</i>	1	2	3
<i>Steps</i>	1	2	3
<i>Strengths</i>	1	2	3
<i>Weaknesses</i>	1	2	3
<i>How to build on strengths</i>	1	2	3
<i>How to remediate weaknesses</i>	1	2	3
<i>New professional techniques, skills, or areas of knowledge</i>	1	2	3
<i>Plan address the needs of diverse populations</i>	1	2	3
Other criteria			
Format was adhered to	1	2	3
Spelling & mechanics	1	2	3
TOTAL POINTS			/36

Field Experience Hours ~ What counts and what does NOT count?

The definition of field experience from NCATE is:

Field experiences facilitate candidates' development as professional educators by providing opportunities for candidates to **observe** in schools, other agencies, tutor students, **participate** in education-related community events, **interact** with families of students, **attend** school board meetings, and **assist** teachers or other school professionals prior to clinical practice. It should reflect the unit's conceptual framework and help candidates continue to develop the content, professional and pedagogical knowledge, skills and professional dispositions delineated in standards.

Candidates in advanced programs for teachers participate in field experiences that require them to **apply course work** in classroom settings, **analyze** P-12 student learning, and **reflect** on their practice in the context of theories on teaching and learning. Candidates in programs for other school professionals participate in field experiences and clinical practice that require them to engage in structured activities related to the roles for which they are preparing. These activities involve the analysis of data, the use of technology and current research and the application of knowledge related to students, families, and communities.

NCATE Glossary definition below

<http://www.ncate.org/Standards/NCATEUnitStandards/NCATEGlossary/tabid/477/Default.aspx>

“Field Experiences. A variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Field experiences may occur in off-campus settings such as schools, community centers, or homeless shelters.”

The following items count as field experience.

Direct classroom observation of a teacher teaching always counts as a field experience.

Direct instruction as a teacher or co-teacher always counts as a field experience.

Assisting a teacher or other school professional counts as a field experience.

Tutoring of students individually or in small groups would also count as a field experience. Note that the tutoring can occur in community centers or homeless shelters as well as in schools.

Time spent analyzing the learning of students and reflecting on your instruction “practice in the context of theories on teaching and learning” counts as a field experience.

Attending PTA or PTSO meetings or any other education-related community event would also count as a field experience.

Professional development activities, conference attendance, school-based council meetings, and interaction with families of students count as field experiences.

INTERVIEWS For an hour or two of the field experience requirements, you could interview 3 or more in-service teachers, the counselor, the school library media specialist, or administrators. **THIS IS NOT the same as the KTIP Observation Form for KTS that is part of the classroom observations for field experience.** This is a separate interview of an in-service teacher or administrator.

You may attend school board meetings for field experience hours. Note the date, time, location, and agenda items on your notes.

What does NOT count:

Your time in constructing lesson plans does NOT count toward your field experience hours.

Your time visiting and volunteering in a classroom.

Your time teaching during school hours or after school hours for which you are paid. This is directly from the EPSB.

Candidates are required to have field experience hours at all levels of public education, K -12: elementary, middle, and secondary.

These activities are Kentucky School Code 16 KAR 5:040 and can be located at:

<http://www.lrc.state.ky.us/kar/016/005/040.htm>

University of the Cumberland

KTIP Implemented Lesson Plan Documentation for ENOL & REOL Courses Instructional Unit Lesson Plan and Teaching Experience Evaluation

This form is to be emailed to the course professor at: {PUT YOUR EMAIL ADDRESS HERE}

Name of Student: _____ Date: _____

Title of Lesson: _____ Evaluator: _____

Evaluator's email address: _____

School: _____ Grade: _____

KY/UC Standards		D	PD	ND
2	Is well planned, lesson objectives support Core Content, Program of Studies Academic Expectations, Kentucky Core Academic Standards and Kentucky 's Common Core and Quality Core			
2,4,5,7	Thoroughly disaggregates student, classroom, school and district <i>data</i> to prescribe effective instruction targeting strengthening student achievement and closing achievement gaps			
5	There is evidence of pre-, formative, summative and or self assessment in preparation for creating strategies and procedures for this lesson.			
2,4	Creates a logical lesson plan based on student needs			
1	Demonstrates a current and sufficient academic knowledge of targeted content areas to develop student knowledge and performance in those areas.			
1	Connects content to real world/life experiences			
1	Instructional Strategies are research based and appropriate for content and contribute to student learning.			
4	Teacher actively engages students in the lesson			
4	Time, space and materials are used effectively			
3	Teacher communicates high expectations and establishes a positive learning environment			
3,4,11,12	Student diversity is valued and individual needs, abilities, and learning styles are addressed			
6	Teacher uses technology/media effectively			
8,10	UC Pre-Service Teacher Candidate collaborates with and maintains a professional dialog with the Classroom Teacher of Record			
3,4	All materials and resources are prepared and well organized			
3,4	Uses correct grammar, articulates clearly, has legible handwriting and correct spelling			

Scale: D- Demonstrated; PD – Partially Demonstrated; ND – Not Demonstrated

Narrative Data From Classroom Teacher of Record

UC Teacher Candidate Strengths:

UC Teacher Candidate Areas for Growth:

Overall evaluation of the lesson: 92 – 100 = A
 82 - 91 = B
 72 - 81 = C

Comments:

Teacher of Record /Evaluator {ELECTRONIC} Signature:

Your signature verifies that the UC Teacher Candidate completed a 20 to 40-minute KTIP-lesson plan as part of his or her field experience in your classroom during the Fall 2012 Semester.

Thank you for your time, cooperation and collaboration with University of the Cumberland's Education Department and Teacher Candidates.

Assignment CHECKLIST for REOL 531

FALL 1 2012

All files are due at **9:00 pm** on the date indicated below. Any file not uploaded to the correct location will be considered late. Files not named correctly will have points deducted.

REOL 531

	DUE	Fall I 2012 Assignment Name	HOW to SUBMIT	Pnts Rc'd	Pnts Av'ble
Wk 1		Introduction ~~~~ DISCUSS Shared Posting~~~~	DISCUSS		5
Wk 1		Introduction to self template ~~~~ DROPBOX ~~~~	DROPBOX		5
Wk 1		Contact information to Prof -- by email	email		0
Wk 1		Presence & Participation in chat			10
Wk 2			DISCUSS		
Wk 2		Presence & Participation in chat			
Wk 3			DISCUSS		
Wk 3		Presence & Participation in chat			
Wk 4					
Wk 4		Presence & Participation in chat			
Wk 5			DISCUSS		
Wk 5			DROPBOX		
Wk 5		Presence & Participation in chat			
Wk 6		KTIP 30-minute lesson plan: A-1, A-2, Task C	DROPBOX		25
Wk 6		Presence & Participation in chat			0
Wk 7		KTIP Observation Guide for KTS Pt 1 & 2	DROPBOX		35
Wk 7		Other ONLINE Field Experience documentation: https://ucmail.ucumberlands.edu/educationforms/Teacher documentation form	online		15
Wk 7		Final reflection / EXAM	DROPBOX		50
Wk 7		Presence & Participation in chat			0
Wk 8		Chat::: M&M Chpt 9 & 3 - 2 - 1 Summary			300